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ABSTRACT

The Toy Library program trains parents to use a limited number of educational toys to teach specific skills, fundamental concepts, and problem solving behaviors to their own three- and four-year-old children. The program is designed to fill the educational needs of the many three- and four-year-old children who are not participants in some other organized educational program. Parents are given an eight-week course, held once a week for about two hours, on how to facilitate the educational development of their children. In addition to the background of the development of the program, the following are discussed: (1) the fall 1971 teacher training workshop; (2) fall 1971 planning activities of each of the participating school districts and three workshops; (3) Utah school districts planning to implement the program; (4) summary of responses to the evaluation questionnaire filled out by teachers; (5) meeting the 1971-72 goals--to implement the program in at least one school in at least ten Utah school districts, to conduct at least three teacher training workshops, to have at least two followup visits to each school conducting the program, and to prepare a comprehensive implementation plan for the program for the State; and (6) recommendations. Letters and other materials used in the program are presented in appendices. (KM)

ED 076255

IMPLEMENTATION OF THE TOY LENDING LIBRARY IN THE STATE OF UTAH

SUMMARY REPORT
1971-72

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June, 1972

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TABLE OF CONTENTS

INTRODUCTION 1

THE PROBLEM 1

REVIEW OF THE LITERATURE 2

GOALS OF THE 1971-72 STUDY 5

BACKGROUND OF DEVELOPMENT OF THE TOY LENDING LIBRARY 6

UTAH FIELD TEST REPORT, 1969-71 9

THE FALL 1971 TEACHER TRAINING WORKSHOP 12

Governor Calvin L. Rampton's Presentation 16

Final Workshop Session 17

FALL 1971 PLANNING ACTIVITIES 17

Box Elder School District Workshop 18

Green River Workshop 18

Blanding Workshop 19

Utah School District Toy Lending Library Reports 20

Box Elder School District 20

Carbon School District 21

Emery School District 22

Granite School District 25

Grand School District 26

Jordan School District 27

Murray School District 27

Provo School District 28

Salt Lake City School District 31

San Juan School District 32

UTAH SCHOOL DISTRICTS PLANNING TO IMPLEMENT THE PROGRAM 32

Uintah School District 32

TABLE OF CONTENTS

Millard School District 33

EVALUATION QUESTIONNAIRE SUMMARY 34

MEETING THE 1971-72 GOALS 41

Goal Number One 41

Goal Number Two 41

Goal Number Three 41

Goal Number Four 42

RECOMMENDATIONS 42

Problem Statement One 42

Workshop Training and Follow-up 43

A Proposed Workshop Agenda 43

APPENDIX A: Toy Lending Library Workshop Letter 49

APPENDIX B: Toy Lending Library Program Description 51

APPENDIX C: Dr. Glen P. Nimnicht's Letter 56

APPENDIX D: Salt Lake City Workshop Agenda 58

APPENDIX E: Governor Rampton's Preschool News Article 62

APPENDIX F: Salt Lake City Workshop Participants 64

APPENDIX G: PTA Magazine's Early Childhood Article 67

APPENDIX H: Mr. Joseph F. Smart's Letter 69

APPENDIX I: Green River Workshop Participants 71

APPENDIX J: Evaluation Questionnaire 74

APPENDIX K: Planning, Programming, Budgeting, System for 1972-73 79

IMPLEMENTATION OF THE TOY LENDING LIBRARY IN THE STATE OF UTAH

INTRODUCTION

Early in July, 1972, the Utah State Board of Education entered into negotiations with the Far West Education Laboratory which resulted in a commitment by the State Agency to provide leadership in implementing this program. The Adult Education and Training Division was assigned the responsibility for providing coordinator services insomuch as adults were the target group for which the training was intended.

The first step was a review of the activity of the Toy Lending Library activity in Murray and Jordan School Districts. Next, was an identification of the individuals and school districts which had expressed interest in the program. When it had been ascertained that sufficient interest existed state wide, a study was planned to identify the feasibility of implementing the Toy Lending Library in the State of Utah. This is that study.

THE PROBLEM

The 1969-71 field test of this program had identified sufficient parent interest in preschool education of this type to warrant a study to determine:

1. How may teachers, identified by interested Utah school districts, be most efficiently trained by representatives of the Utah State Board of Education, Division of Adult Education and Training?
2. How many full-time equivalent(s) will be needed from the

Utah State Board of Education, Division of Adult Education and Training, professional staff to coordinate this program state wide.

3. What are the effects of the 1969-71 field test as determined by comparing success in school of those students whose parents participated in the program to a control group of students whose parents did not participate in the Toy Lending Library Program.

REVIEW OF THE LITERATURE AND ACTIVITY IN EARLY CHILDHOOD EDUCATION

Recent years have seen an upsurge nation-wide in interest in programs for education of very young children. The increased activity in this area has resulted from a number of factors: female employment; family mobility; urbanization; community mobilization to fight poverty; the rise in single-parent families through divorce, separation, or other causes; early marriage and parenthood; pressures to reduce the public welfare burden; and realization of the needs and opportunities for early education in the broadest sense.

Research on the cognitive processes of young children has indicated that a child's intelligence grows as much during the first four years of life as it will grow in the next 13 years. The nature and the amount of early learning experiences have a significant effect on the child's ultimate intellectual development. There is an accumulation of data to indicate that the lack of stimulating experiences and an impoverished learning environment have a detrimental effect upon the young child that may significantly affect his performance in school and result in cumulative learning deficiencies.

Language development and its inter-relationship with the cognitive processes are important factors. The young child's skill in language can

progress only to the extent that his pre-verbal abilities--perceptual, conceptual, and classification skills--have been developed. There must be opportunities for experiences which contribute richly to his speaking, listening, and thinking.

Other factors of concern are related to social and emotional development. Positive perceptions of self and others become increasingly important. Ability to relate positively to many people and to function in many environments are important developmental tasks.

Health and physical development of the young child are critical aspects in his adjustment to organized learning and to school experience. He must be assured of organic functioning, vitality, neuro-muscular coordination, and general well being if he is to gain optimally from school experiences. The child with a deficiency or handicap of any type needs to be assured of corrective measures or of program plans which will enable him to cope with his environment and to surmount to some degree his handicapping situation.

Ideally the home and family might provide the nurturing environment to meet these and other developmental needs of young children. Numerous studies indicate that many young children do not enjoy such a nurturing environment. On the contrary they emerge from homes and early experiences with developmental deficiencies in various combinations.

Many parents need help in understanding and providing for the developmental needs of their young children. Important are the child's opportunities for interacting with people, particularly with other children, to develop communication and interpersonal relations skills. He needs opportunities to interact with things - toys, books, and other materials for learning.

Schools must assist parents in understanding the vital importance of the developmental stages between birth and the age of entry into school. They must assist parents in developing ways to provide a supportive learning environment without creating unnatural pressures or stresses for the child. It may be necessary to provide some type of incentive program in order to involve parents.

The continuing increase of women in the labor force renders the problems of the young child more complex. As mothers are out of homes, the care and nurturing of young children is turned to other family members, to hired baby sitters, or to day care and nursery school agencies. The place where care is given is not the most significant dimension for a child. The issue is the kind of care given: how he is handled, what abilities are nurtured, what values are learned, what attitudes toward people are acquired.

Deprivation caused by social or economic factors has been recognized as a serious developmental hindrance and the establishment of Head Start programs was an attempt to compensate for deprivation. However, all deprived children are not necessarily found in poverty or in ghetto areas. Educational deprivation may occur in any home at any economic or social level.

The White House Conference on Children held recently in Washington addressed itself to the needs of the young child and identified "Comprehensive family-oriented child development programs including health services, day care, and early childhood education" as one of its high priority overriding concerns.

The Education Commission of the States has given consideration to the problem. At a recent meeting in Chicago Utah's Governor Calvin L.

Rampton made a report urging that states support educational programs for children under six.

University personnel in the area of child development are planning or are already operating child care centers. However valuable these may be as exemplary or demonstration centers, they currently affect a minute fraction of the children needing service.

Business interests are well aware of the potential of early childhood programs. Private care centers and nursery schools are mushrooming everywhere. Many of these are nationally franchised.

While some private agencies may maintain high operational standards and provide wholesome desirable experiences for children, others may exploit rather than serve. There is a need for coordinated effort and adequate supervision and licensing of such enterprises to assure that they serve children adequately and well.

The State Education Agency has responsibility for providing programs that enable all children to learn and to function according to their innate potential. If early intervention and programming can better accomplish this goal, then preschool programs must be considered.

GOALS OF THE 1971-72 STUDY

The goals of the implementation of the Toy Lending Library Program in the State of Utah are:

1. To implement the Toy Lending Library Program in at least one school in at least ten Utah school districts.

2. To conduct at least three Toy Lending Library Teacher Training Workshops.

3. To have at least two follow-up visits to each school conducting Toy Lending Library Programs.

4. To prepare a comprehensive implementation plan for the Toy Lending Library Program for the State of Utah.

BACKGROUND OF DEVELOPMENT THE TOY LENDING LIBRARY

The Toy Lending Library was developed by one of the Far West Laboratory programs, Education Beginning at Age Three, to enable that program to meet its objective of eventually providing for some or all of the educational needs of at least 90 percent of the children in any community. At the time the Toy Library project was undertaken in 1969, it was anticipated that Head Start would continue to educate some low-income children, that private nursery schools would be available for some children, and that day care services would be expanded; but that these programs and facilities would not serve most three and four year old children. The public schools do not have the financial resources, the teachers, or the space to offer a three-hour classroom program for these children, so an alternative program with modest resource requirements was sought. The Toy Lending Library program which trains parents to use a limited number of educational toys to teach specific skills, fundamental concepts, and problem solving behaviors to their own children was evolved.

The Toy Library program conforms to the major objective of Education Beginning at Age Three; that is, the development of an educational program for children from ages three through nine that is more responsive to their needs than most current educational programs. Classroom organiza-

tion and teaching procedures are responsive to the child when the learning environment satisfies the following conditions:

1. It permits the learner to explore freely;
2. It informs the learner immediately about the consequences of his actions;
3. It is self-pacing, with events occurring at a rate determined by the learner;
4. It permits the learner to make full use of his capacity for discovering relations of various kinds;
5. Its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

The activities within the environment are autotelic; the activities are self-rewarding and do not depend upon rewards or punishments that are unrelated to the activity. But not all self-rewarding activities are autotelic. To be autotelic, an activity must also help the learner develop a skill, learn a concept or develop an attitude that is useful in some other activity. Autotelic activities are intentionally designed to reduce the reward for success or the punishment for failure to tolerable limits for the learner and society, so that the learner can master some skill that is useful in life, but one which often cannot be learned through direct experience since the cost of failure is too great to tolerate.

The program is also responsive to children by taking into account their cultural backgrounds and life styles. This means using culturally relevant materials whenever possible; encouraging the use of the child's language in school; recognizing that the competencies children have developed may be different depending on their environment and background;

these differences should in no way label the children as being "deprived." Because of children's ethnic and social backgrounds, it is believed that the parents are the ones who are responsible for the education of their children, and that they should be involved in the decisions that affect their children's education.

The long-range objective of this Responsive Program is to contribute to the education of young adults who can solve a variety of problems and who have the self-confidence to attempt new activities when there is a reasonable chance of success. This means that educators must be concerned with the intellectual development of a child, and they must help him to either maintain a healthy self-concept or to develop one as it relates to school and learning. Applying these objectives to a program for young children means helping the child learn specific skills, concepts, and problem-solving techniques; but the major concern is to help a child learn how to learn rather than teaching some specific content. Since a major objective is to help a child maintain or develop a healthy self-concept, the way he learns and what he learns must be judged with a view to the possible effect that the process or content might have on the child's self-concept.

It was decided to initiate the Toy Library Program to fill the educational needs of the many three and four year old children who are not participants in some other organized educational program. It was planned to give the parents an eight-week course, held once a week for about two hours, on how to facilitate the educational development of their children.

The decision was based on two lines of thought. One is that the project should reduce the problems of financing education, training teachers,

and providing school space. The other reason is that the findings of related research were promising.

It was decided that one person--a teacher or an assistant teacher--could be trained to teach the course and to operate the library. This teacher-librarian could reach at least 120 parents a year by conducting two eight-week classes for twenty parents per class three times during the academic year. The library could be stored in that room or in a closet of some sort. Therefore, during the first year, the cost of reaching 120 parents, including capital outlay, would be no more than the cost of operating a three-hour classroom program for fifteen to twenty children. After the first year, the cost would be a single salary plus a modest expense for maintenance and replacement.

The original toys were tested at two preliminary sites, Berkeley and East Palo Alto, California and at two field test sites, Murray and Jordan school districts in Utah. The combination of the four sites provided a reasonably good cross-section of the parents and children the program expected to serve. East Palo Alto parents were mostly black working-class; Berkeley parents were white middle-class, and the parents at Jordan and Murray were white and Mexican-American working-class.

UTAH FIELD TEST REPORT, 1969-71

The Utah State Board of Education, Office of Research and Innovation, arranged for the Murray and Jordan school districts to sponsor a field test of the toy library. McMillan School in Murray School District and the Midvale Elementary School in Jordan School District were chosen as sites for the project. Mrs. April Peterson was chosen as the director

of the project and received training for seven weeks during September and October of 1969 at the Far West Regional Laboratory for Educational Research and Development at Berkeley, where a model library was in operation. She was also provided with a toy library, instructions for the use of the toys, and testing materials for the project by the Laboratory.

Upon her return, Mrs. Peterson sent letters to the parents of preschool children, whose names were obtained from the school census records of the two districts involved and from a survey of students to determine who had preschool siblings. Response was poor, so telephone invitations were extended to the same group of parents until the required number was secured in each district.

In the meantime, Mrs. Peterson prepared lesson plans on interaction of children with parents; development of perceptual, cognitive, and conceptual abilities in children, discipline, and other topics. As audio-visual teaching materials on the Responsive Environment concepts and on all of the toys had not yet been developed, the available training material had to be supplemented to provide sufficient content to interest the mothers for an hour weekly.

At the McMillan School, twenty mothers started the program in January of 1970 and seventeen completed the course in March. A session in the Midvale school was operated concurrently, where twenty mothers started the class and sixteen continued to the end.

The weekly format which was planned and subsequently carried out was:

1. Evaluate toy checked out the previous week. Demonstrate new ways it could be used to build concepts if the parents want to check it out again.

2. Discuss a previously prepared topic -- cognitive area, art work, management skills, etc.
3. Give out toy for current week and demonstrate its use. (Role playing by children or adults was not used). Hand out written instructions.
4. Answer any questions and encourage free discussion.

Although the meetings were set up for only one hour, individual mothers often remained to ask questions and discuss problems up to an additional hour.

The children of the parents involved in the training were tested before and after the course to determine gains in understanding and skills. All the children made gains, but as materials other than those related to the toys are used in the instruction, the gains could not be attributed exclusively to the use of the toys.

A second project was conducted concurrently in the same two districts from April 6 to May 29. In Murray, twenty mothers registered; two dropped out when they started working. In Jordan, twenty-one registered, nineteen continued to the end. The mother of one child quit because she had to help with the family business. The other mother quit because she couldn't control her boys enough to keep them from destroying the toys -- all the toys checked out to her came back in poor or broken condition.

The director felt that more than one toy could be successfully handled during two of the sessions, and the time was cut to eight weeks. So much enthusiasm was generated by the mothers of the first session that no recruiting was necessary for the second. Names of mothers eager to take the course were given to the director by the mothers of the class which had just finished, and appointments were set up by telephone for

the testing of the new children to be involved. The procedure for the second course was similar to that of the first, except fewer meetings were held and some of the material was changed.

At the conclusion of the two courses at the two schools, the pre- and post-tests on the children and the evaluation sheets filled out by each of the mothers on each of the toys were sent to the Laboratory. An oral telephone evaluation was also given to the Laboratory by Mrs. Peterson. Her written comments to the Murray District Office were as follows:

> The response for this type of program has been amazingly good. The mothers want to know what to teach and how to teach their children.
>
> Almost every mother commented on how enjoyable it was to not only get the materials the class offers, but also to hear some ideas and problems other mothers have.
>
> Our selection of toys seemed to be appropriate for the children. Some of the main nine toys appeared too simple for most older children. I felt, though, from parents' comments, that our additional toys more than compensated by offering more challenging problems. A large number of the parents wanted to continue checking out toys through the summer and during next year. Some mothers even wanted to attend classes again next year, as well as to check out toys.
>
> The wear on toys was minor considering the use they received. Most boxes and holders were torn, but very few pieces were lost or broken. One of the main attractions in the library was the books. I believe they made a very valuable addition to the toy library.

THE FALL 1971 TEACHER TRAINING WORKSHOP

After an evaluation of the interest in early childhood education and the Toy Lending Library Program in the State of Utah, it was determined that a Toy Lending Library Teacher Training Workshop should be organized. A letter of invitation was sent to the superintendents of the forty Utah school districts from State Superintendent of Public

Instruction, Walter D. Talbot (appendix A). Attached to this letter of invitation was a brief description of the Toy Lending Library Program (appendix B).

The Far West Laboratory, located in Berkeley, California, agreed to provide leadership for the Workshop. This assistance was based upon an agreement between the Far West Laboratory and the Utah State Board of Education referred to in Dr. Glen P. Nimnicht's letter to Dr. Walter D. Talbot, dated September 24, 1971 (appendix C). Edna Brown and Bertha Addison represented the Far West Laboratory and conducted the Workshop sessions (appendix D).

The interest of Calvin L. Rampton, Governor of the State of Utah, in early childhood education was identified in a review of Early Childhood Development, Alternative For Program Implementation in the States. It was prepared by the Education Commission of the States Task Force on Early Childhood Education. This was a summary of the findings of a national committee chaired by Governor Rampton. His involvement in this educational concept was further underscored by an address in August, 1971, to the public school teachers in Provo (appendix E). An invitation to speak to the Toy Lending Library Teacher Training Workshop participants was tendered by the State Superintendent to the Governor.

Role playing was introduced during the second morning. The Sound Cans and Color Lotto games were presented to the participants. These activities were followed by a discussion of "Toys as Learning Tools" and "Criteria for Selection of Toys." The Feely Bag and Stacking Squares were the next two games presented.

Virginia Swenson and Dixie Nelson are shown role-playing the Stacking Squares game. This activity gave each individual the opportunity to play the game and to supervise and assist another play. It was found that role-playing was the best technique for teaching these preschool education concepts. As shown below, Maurice Wilkinson and Naoma Rowan seem to be enjoying themselves playing the Feely Bag game. The afternoon's activity was concluded with a discussion of the topic, "Developing a Positive Self-Image."

At the beginning of each session, a participant was requested to play the "Name game" by introducing all other members of the Workshop. This helped the group to become better acquainted and enhanced the informality that was desired in the Workshop.

Each participant has their turn in being trained in the use of the various pieces of audio-visual equipment. These included the cassette tape recorder, filmstrip projector, and 16 mm sound movie projector. Also included in this training was a review of the Dukane filmstrip projector and cassette tape player.

During the Wednesday morning session, the participants were again divided into pairs and were trained in the use of the Wooden Table Blocks and Number Puzzle games. This was followed by exploring the use of Toy Evaluation Feedback Sheets and a discussion of "How Important Are Mothers." In the afternoon, the film "Jenny" was viewed and evaluated. Edna and Bertha are shown leading a discussion of how to use newsletters and how to conduct effective parent recruitment.

The Workshop started earlier than the appointed time to provide adequate time for all to role-play the Color Blocks and Flannel Board games prior to the Governor's arrival at eleven Thursday morning. Included in the Thursday morning session was a discussion of vocabulary training. A part of the training of parents in working with the Toy Lending Library is the use of specific language. No attempt is made to make the parent use words or voice influction that seem other than natural. It is attempted to show parents what can be accomplished by using positive terminology and fewer value judgement laden phrases.

The Toy Lending Library Teacher Training Workshop participants and the Utah State Board of Education staff members were honored by Governor Rampton's acceptance of an invitation to speak to the group concerning his commitment to early childhood development. Two television stations and one newspaper had representatives present to report the Governor's comments throughout the State of Utah.

Governor Calvin L. Rampton's Presentation

The Governor, in introducing the subject, said that he is expected to fulfill many assignments given to him. When this assignment, as Chairman of the Early Childhood Development Committee for the Commission of the States was given, he accepted. As he worked with Dr. Glenn Nimnicht and the rest of the committee, he became deeply engrossed and involved in the subject. Excerpts from his presentation are presented below:

We reached the conclusion as a committee that the State should give higher priority to programs for very young children. Research findings showing that a child's intelligence grows as much during the first 4 or 5 years as it does in the next 13 cannot be ignored. In fact, Bud White of Harvard University, a member of the task force, says the child is set on a course by the time it is 6 weeks old and from that time on it just coasts.

It's the position of Dr. White, and it's a considerably larger number, that right from the time of a child's birth this developmental procedure begins and the parents can contribute to the development by the proper communication. The job of early childhood education has been and will be and should be left largely to the states, the day that the state starts shouldering the tasks that they should.

What the report says is that there are a variety of ways to reach young children in addition to the traditional classroom study. Making parents more effective parents and providing special services for the handicapped and disadvantaged might be a very good way to start. In the educational, medical, and emotional point of view the 9 months of pregnancy and the first few years of a child's life are every bit as important as the years from 3 to 5.

We operate from the premises that the parents are all important. Like it or not, parents, many without college educations or teaching certificates and some without even standard English, are the finer

influences on young children. Many of them need help in fostering their youngsters development, and in addition, many of them when the mother wants or needs work, need day care. There should be quality programs available. We looked at programs which would reach a child in his home by training parents to assume a major role in his development. Parents can be trained to work with their own children with a limited classroom program and a house of materials, like your toy library here, or through regular visits from qualified teachers and aids.

Final Workshop session. Following the Governor's presentation and lunch, the last session of the Workshop was opened by the "name game" activity. Next, the film "Discipline and Self-Control" was shown. This was accompanied by a discussion of "Discipline Means to Teach." The next item on the agenda was a discussion lead by Bertha Addison covering the "Operation and General Function of the Toy Library." The Workshop was concluded by an overall summary by Bertha and completion of Workshop Evaluation forms were completed by each participant (appendix F).

FALL 1971 PLANNING ACTIVITIES

During the months of October and November, follow-up and planning activities were conducted with all Utah school districts expressing interest in the Toy Lending Library Preschool Program. In addition to working with school districts, cooperative relationships were maintained with other agencies and groups expressing interest in the Program. One of these groups was the Utah Congress of Parents and Teachers Association. A result of these cooperative efforts was an article written in the October, 1971, issue of Utah PTA Bulletin (appendix G). Also, a number of invitations were received to demonstrate the Toy Lending Library Preschool Program concepts to a variety of groups. These included a state wide meeting of PTA officers, local PTA meetings, Utah school districts

superintendents, YWCA, Day-Care Centers, Head Start, Indian Tribal Council, and others.

Box Elder School District Workshop

On November 1-2, 1971, a short Toy Lending Library Teacher Training Workshop was held at the school district offices in Brigham City. Earl Maynard, a retired elementary teacher, had been selected as the Toy Lending Library instructor. Two days were spent working with Mr. Maynard discussing concepts of the Program and specific teaching techniques. Also discussed were procedures for having the toys made under the school district's direction. This was the first Utah school district to exercise this option in obtaining the toys. A review of their success is reported in the section summarizing activities in each participating district.

Green River Workshop

Dr. Robert N. Hansen, Director of the Southeastern Utah Education Service Center, in cooperation with the superintendents of Carbon, Emery, Grand, and San Juan School Districts, arranged a Toy Lending Library Preschool Teacher Training Workshop. This Workshop was scheduled for January 5-7, 1972, at the Green River High School.

These four school districts exercised two of the three options for obtaining the Toy Lending Library toys. Schools in Utah can purchase the toys from General Learning Corporation, the nationwide supplier, make their own toys, or purchase from a Utah supplier. Dr. Hanson arranged, with assistance from the Utah State Board of Education, for the Utah League of Senior Artcrafters, which is under

the direction of Joseph F. Smart, to manufacturer eighty sets of these toys. (appendix H) As the program classes were being held. Emery School District found they needed another twenty sets of toys. These twenty sets were made by members of the maintenance staff.

Just prior to this Workshop, the professional services of Billie Jean Blackham were obtained as a special consultant for the Toy Lending Library Preschool Program. Mrs. Blackham was a participant in the first workshop in September, 1971. She was also serving during the 1971-72 school year as a Toy Lending Library Preschool Teacher for the Murray School District and a Toy Lending Library K-1 teacher for the Salt Lake City School District.

This Workshop was conducted in a manner similar to the September Workshop, except the length was shortened to two and one-half days. Those participating in the Green River Workshop are listed in appendix I.

Blanding Workshop

John A. Kuehn, principal of the Blanding Elementary School, was given the responsibility of implementing the Toy Lending Library for the San Juan School District. A Toy Lending Library Preschool Teacher Training Workshop was scheduled for February 28-29, 1972. Bernice May, a young Navajo lady, was selected as the Toy Lending Library teacher. Mr. Kuehn and Bernice attended the two day Workshop. It was conducted in the same manner as the Green River Workshop.

Several new concepts came out of this Workshop. Insomuch as the Blanding Community population consists of Navajo and non-Indians, this program needed a different approach. A portion of the Navajo

community cannot read or write English or Navajo. It was proposed that the San Juan School District prepare cassette sound tapes for each Toy Lending Library Preschool game in Navajo. Each Navajo parent participating in the classes would be permitted to borrow a cassette player and the Navajo sound tapes. This project was later completed and is now available.

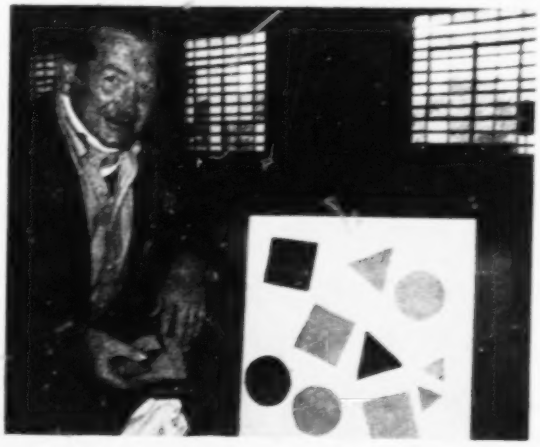
REPORTS OF THE UTAH SCHOOL DISTRICTS PARTICIPATING IN THE TOY LENDING LIBRARY PRESCHOOL PROGRAM IN THE 1971-72 SCHOOL YEAR

Box Elder School District

Mr. Les Dunn, director of Community Education Programs, tried a different approach to establishing a Toy Lending Library Program for Box Elder County. After attending the fall training workshop, and realizing funds were limited, Mr. Dunn decided to contract various groups and organizations to make the basic toys for the program.

Mr. Dunn obtained film cans from a photographic shop in Ogden and put the sound cans together. Senior Citizens made the feely bags and shapes, the flannel board and shapes, and the stacking toy. The high school Special Education class made the color lotto sets and the number game. Table blocks and bead-o-graphs were constructed by the district Maintenance Board.

With a few set backs, twenty sets of the toys were completed by early summer. Plans have been formulated for two classes to be conducted, one in Tremonton and one in Brigham City, beginning this Fall under the instruction of Earl Maynard, a retired educator. There will be a $5.00 charge per family or $4.00 for single parent with the PTA assisting families unable to pay the tuition.



Carbon School District

Carbon School District with Robert Hanson, Director, S.E.S.C., had eight prospective Toy Librarians attending the January workshop in Green River, Utah. There were representatives from Price, Helper, Wellington, and Sunnyside. Those participating were Gary Tomsic, Emma Jean Barker, Gloria Skerl, Bonnie Johnson, Joy Milano, Margene Sherman and Lois Passic. Twenty sets of toys were purchased from the Senior Art Crafters in Salt Lake City, and it was intended the toys be rotated among librarians so two classes could operate simultaneously.

Lois Passic, library aide, was sponsored by Price Elementary PTA to hold classes in the evening beginning in March. A fifty cent fee was charged the attending parents each week. Lois had twelve parents enrolled and six completed the classes. Many

of her parents felt that the toys were too easy to begin with and lost interest in pursuing the classes to the more difficult toys. One father enrolled in the class.

Margene Sherman, Head Start aide, worked with fourteen parents in a class sponsored by the Head Start Program. Mrs. Sherman's classes were held afternoons after school and she had good participation.

Gary Tomsic, Instructional Media, conducted a class in Helper at the Sally Marro Elementary. Joy Milano held the last classes in Price at Reeves Elementary with approximately fifteen attending.

All four teachers expressed the opinion that they would like to have had their own sets of the toys and not have to rotate them to the other classes. They also felt that continuous personal contact would be maintained with periodic phone calls to parents to keep the enthusiasm high. Future classes are planned in the fall for Wellington, Sunnyside, and Helper.

Emery School District

Mar Grange, Supervisor in Emery District, brought Anne Judd, Margrett Killpack, Helen Milton, and Betty Johnson to the January workshop in Green River, Utah. Emery purchased twenty sets of toys from the Senior Art Crafters in Salt Lake City, for rotation among the four Toy Librarians but with Green River so far distant from the other three schools, Mr. Grange decided to have twenty sets made at the Emery High School to be used exclusively by Green River.

All Toy Lending Libraries except Green River were in operation by February. Emery County School District sponsored all four programs.

Margrett Killpcak held her first class at Ferron Elementary on January 29 with eleven participants. The second course began March 25 with eight parents participating. The classes were at 1:00 Friday afternoon and child-care facilities were available for the six to twelve children who arrived with their mothers. Mrs. Killpack recruited her parents by letter and by phone. At the end of each eight weeks, a graduation party was held and the attending mothers received a diploma.

Anne Judd held two courses at Cottonwood Elementary in Orangeville. They first began February 16 with twelve parents and the second program began April 10 with approximately eight parents attending. The afternoon classes also provided the parents with child-care facilities with the high school providing 2-3 girls to care for the children. Mrs. Judd recruited her parents by phone. Her last class was a party with Anne giving each mother a pamphlet of ideas which she had compiled for children to do at home with mother.

Betty Johnson met with enthusiastic response when she initiated Toy Library in Huntington on February 16 with thirteen mothers completing the course. On March 16 with seventeen mothers, Mrs. Johnson started a second class in Cleveland. Betty felt that the parents attending these

classes were very responsive in group discussions. "I am sure they will complete these courses with a greater awareness of their responsibilities as parents and be more aware of the opportunities they have, in a given day, to teach their children."

The parents who participated in these Toy Lending Library classes are from small rural and farming communities.

Upon receiving twenty sets of toys made by Emery High School students, it was decided to make the Toy Library program available to parents of in-coming kindergarten children. After many phone calls, referrals, and personal contacts, twenty-three participants were located in the small town of Green River. Knowing that she couldn't possibly work with that many parents at one time, Helen Milton personally trained Jean Thompson in the philosophy and workings of Toy Library.

The classes were held in the evenings and many topics were discussed including: Discipline, Short Cuts in our Daily Activities, Sleep, and even Poetry.

Helen gave parents some ideas on how to get poetry from their children. The results were remarkable and Bridie Watterson, age five, submitted this one:

"Toys are fun to play with
I love them very much
I think about them every day
And use them in my play."

Helen and Jean were amazed when the children had to be tested prior to acceptance into kindergarten; the children who had had Toy Library experiences were easily identified. One mother discovered that her child was color blind when she began playing color games with him.

The Toy Library will resume this fall for all of Emery County.

Granite School District

Maurice Wilkinson, principal of Libbie Edward Elementary, attended the Toy Lending Library workshop in the fall of 1971. With assistance from the school P.T.A., ten sets of toys were purchased from the General Learning Corp.

With all of his responsibilities, Mr. Wilkinson managed to run one class of Toy Library a week. He began in May with nine mothers and one father. The classes continued into June.

These parents were from the middle-class and upper-middle-class socio-economic group. Most of these parents spend a great deal of time with their children on their own.

Some of the comments received were: "The first three toys were too easy but they became more challenging as the course continued." Most of the five year olds were not interested in these "simple" games.

The most outstanding outcome of these classes is that parents have found that Mr. Wilkinson is not a forbidding individual. Many valued opinions have been received concerning school policies. The classes will be continued next fall, but Mr. Wilkinson will train another person to replace him as Librarian.

Grand School District

JoAnn Jensen, Special Education teacher, and Doris Wilson, Title 1 Supervisory teacher, attended the Green River Workshop in January and were enthusiastic participants as pictured below. Jay Scott, Elementary School Counselor, also attended the meetings.

The Moab Toy Library was sponsored by Adult Education for credit to those desiring it and a $12.00 fee was charged. For parents unable to pay the tuition, WIN money was made available; however, only middle-class families showed interest in the classes.

Parents were recruited with the aid of the local TV station, radio, and newspaper. Mrs. Jensen taught the class on Wednesday evenings at the High School Vocational Center. Seven parents including two fathers completed the course. Mrs. Jensen felt she would have had a better response from the community if she had made more personal contacts instead of relying on the news media.

Parents attending the classes including one woman who drove 25 miles every class night voiced much enthusiasm for the Toy Library Program. JoAnn said that most of the parents had hoped for more discussion on various phases of child development and would have enjoyed having outside speakers. Future plans include fall and winter classes with more emphasis on discussion topics.

Jordan School District

The Jordan School District did not conduct any Toy Lending Library classes during the 1971-72 school year, although they have all the supplies for the program and have been actively engaged in planning an expanded program in several schools for next year. Naoma Rowan and Ray Whittenburg have been very helpful to other Utah school districts by sharing their experiences in conducting the Toy Lending Library Program during the 1969-71 Field Tests.

Murray School District

Under the direction of Jean Blackham, Murray continued to offer Toy Library to its parents. Five eight week courses were held during the school year, with an average of seven parents completing each program. Parents were recruited by letter, phone, newspaper and personal contacts. It was felt that attendance would have improved if the classes were held

late afternoon or evening and that there had been child care facilities available.

Films and such discussion topics as: Discipline, Creativity, Self-Image, Toys as Learning Tools, Preschool Education were used in the classes in addition to role-playing the toy of the week. Murray has a complete library of loaner toys which may be used if a parent has completed the classes. There were approximately fifty mothers who periodically checked toys out of the library.

One mother who enrolled in the spring class said she had done so out of desperation, her "child was driving her up the wall." Upon completion of the course she concluded, "I can't believe she is the same child. This class has really helped me to find how enjoyable my little girl can be."

Murray's Toy Library may become a part of Community Schools, but the district hopes to find funds for it this fall in order to keep it operating as a preschool program.

Provo School District

In May, Mrs. Marian Bradley, Head Start teacher, and Mr. Bill Tripplett, Parent Coordinator for Community Schools, instigated a new approach to the Toy Library scheme. It was decided to hold it in the Franklin Elementary in Provo as part of the Community School Program and offer it as a high school credit course. The objective was to first instruct parents in the use of the toy, familiarizing themselves with all the games involved, and then to adjourn to a nearby workshop to construct the toy -- one to take home and one to become a part of the reserve toys in the Toy Library.

The classes ran into summer with summer activities taking their toll of attendance, but six continued. Child care was offered so parents could attend the evening classes at Franklin Elementary. Some of the classes were held in the homes of participants. The workshop instructor, Mr. Stanley, assisted the parents with technical problems in making the toys. It is planned to have two courses starting early in the fall. One class will consist of parents who made their own toys and the other class will enroll parents to whom toys will be loaned. Evaluation will be conducted to determine if there is a significant difference of measurable outcomes between the two groups.

Salt Lake City School District

"Our children feel so special when Mary comes to call." These are the comments heard in the homes of families in the "Title One Areas." These families with low income have children who are hungry to learn and this Preschool Stimulation Home Visit is geared just for them.

This Toy Lending Library is federally funded through the Salt Lake Board of Education and is directed by Dr. Darlene Ball, Federal Programs Specialist. Mary Brady is employed by the Salt Lake District to take the program into the homes of Title One children. Yvonne Goings assists her with the project.

Going into the homes of preschoolers was a new approach for Toy Lending Library and a challenging one. After a very brief training session, the two began their hunt for preschoolers by checking school census records and knocking on doors. The results were remarkable, and in January with 20 contacts and 30 children, they began work in the locale of Jefferson Elementary. The age range of the children was from 3 to 5 years.

It was difficult to get the mothers involved at first, but with each visit May began to enter their hearts and they too looked forward to her visits to an hour in a home teaching the game to child and parent. Beginning at 10:00 in the morning and ending in the afternoon at 2:00, Mary and Yvonne could make 5-6 visits a day. Records on each child

were kept. Mothers eventually became involved, but it was difficult to assess how much involvement occurred during the ensuing week.

Word travels fast. Mary and Yvonne moved into Sumner Elementary school and increased to forty visits a week. Follow-up toys were purchased to give many children a chance to go beyond the eight toys. The program lasted until the end of June and will continue this fall.

Salt Lake City School District

Robin Otterson, Head Start teacher, received her training at the Green River Workshop in January. She began her classes in February but illness forced her to quit teaching and she trained Lyndsay Sower, another Head Start teacher, to replace her.

Mothers of Head Start children were contacted by written word, telephone, and by personal invitation to participate in the classes. Approximately ten mothers responded. Two courses were held and the last course was not completed because the school year ended.

It had been difficult for Miss Sower to conduct the classes on such short training but she did a remarkable job. It is hoped that a new instructor, perhaps a teacher's assistant, would be identified and trained to continue the program next year. It was found to be unwise to remove a Head Start teacher from her classroom to conduct the classes.

San Juan School District

Roger Plothow personally trained Principal John Kuehn and teacher's aid, Bernice May. Toys were obtained through the Senior Art Crafters in Salt Lake City. The cassettes for the Toy Library have been translated into Navajo so the native tongue may be heard and used in the classes and in future home visits to Navajo families.

Bernice May began work last fall as a teacher's aid in Head Start but was early recognized as a potential teacher for Toy Library. Of Navajo origin, she is able to work with both Anglo and Navajo parents. She began her classes on Thursday evenings in March with three parents and two completed the course. Bernice felt that she needed to make more personal contact with parents in order to get a better response. In fact, she felt home visits to young Navajo families would be more profitable. With this start, Toy Library will be resumed this fall.

UTAH SCHOOL DISTRICTS PLANNING TO IMPLEMENT
THE TOY LENDING LIBRARY PROGRAM IN
THE FALL 1972

Uintah School District

The Uintah School District, through the work of Ron Egan, is planning a Toy Lending Library Program for the Ft. Duchesne area. This program will be implemented in the communities located on the Ute Indian

Reservation. The plan is for the teenagers, working through the Junior Achievement Program, to make the toys and sell them to the school district. Ute and non-Indian parents will enroll in the classes taught largely by Ute teachers.

Millard School District

Ten sets of the Toy Lending Library Toys have been ordered by the school district in order to start several small classes early September, 1972. This program will utilize teachers who are presently conducting the Head Start Program. A teacher Training Workshop has been planned for late August, 1972.

TOY LENDING LIBRARY PROGRAM

SUMMARY
OF
EVALUATION QUESTIONNAIRES

In order to keep a record of the types of Parent/Child Toy Lending Library Programs in operation, the Utah State Board of Education sent an Evaluation Questionnaire to the teachers of the Parent/Child courses. This is a summary of those questionnaires returned. (appendix J).

Question 1	Question 2	Question 3
Name	Address and Phone	Site of Course
Joy Milano	Box 333 Price, Utah 84501 Phone: 637-1702	Reeves Elem. Price, Utah 84501
Lois G. Passic	731 N. 5 E. Price, Utah 84501 Phone: 637-1024	Price Elem. Price, Utah 84501
Margene Sherman	280 W. 5 So. Price, Utah 84501 Phone: 637-0482	Price Elem. Price, Utah 84501
Anne Judd	Box 465 Castle Dale, Utah 84513 Phone: 748-2593	Cottonwood Elem. Orangeville, Ut.
Margrett Killpack	Box 307 Ferron, Utah 84523 Phone: 384-2258	Ferron Elem. Ferron, Utah 84523
Helen Milton	Box 112 Green River, Utah 84525 Phone: 564-3597	Green River Elem. Green River, Ut. 84525
JoAnn Jensen	133 E. 200 No. Bldg. #3 Apt. 2, Moab, Utah 84532 Phone: 259-7465	Vocational Center Moab, Utah 84532
Maurice J. Wilkinson	1655 E. 33rd So. Salt Lake City, Utah 84106 Phone: 485-5291	Libbie Edward Elem. 1655 E. 33rd So. S.L.C., Utah 84106

Question 1 Name	Question 2 Address and Phone	Question 3 Site of Course
Marian A. Bradley	888 So. 600 W. Apt. 16 Provo, Utah 84601 Phone: 375-6766	Franklin Elem. Provo, Utah 84601
Mary R. Brady	1650 Laird Ave. Salt Lake City, Ut. 84105 Phone: 485-8948	Salt Lake City
Jean Blackham	168 W. 5275 So. Murray, Utah 84107 Phone: 262-3860	McMillan Elem. Murray, Ut. 84107
Bernice May	P. O. Box 209 Blanding, Utah	Blanding Elem. Blanding, Utah

Question 4. Total number of courses held 20

Question 5. Total number of parents attending 192

Question 6. Dates when courses were held.

Site of Course	Beginning Date	Ending Date
Reeves Elem. Price, Utah 84501	April 13, 1972	June 1, 1972
Price Elem. Price, Utah 84501	March, 1972 March 9, 1972	April, 1972 April 27, 1972
Cottonwood Elem. Orangeville, Ut. 84513	February 13, 1972 April 10, 1972	April 5, 1972 May 31, 1972
Ferron Elem. Ferron, Utah 84523	January 29, 1972 March 25, 1972	March 18, 1972 May 13, 1972
Green River Elem. Green River Ut. 84525	March 17, 1972	May 11, 1972
Vocational Center Moab, Ut. 84532	March 1, 1972	April 26, 1972
Libbie Edward Elem. Salt Lake City, Ut.	May, 1972	June, 1972
Franklin Elem. Provo, Ut. 84601	May, 1972	June, 1972
Salt Lake City	January, 1972 May, 1972	April, 1972 June 29, 1972

Site of Course	Beginning Date	Ending Date
McMillan Elem. Murray, Utah 84107	November 1 & 2, 1972 January 25 & 26, 1972 March 27, 1972	Dec. 13 & 14, 1972 March 12 & 13, 1972 May 15, 1972
Blanding Elem. Blanding, Utah	April 10, 1972	May 18, 1972

Question 7. Time of date when course is held.

Question 8. Length of course meeting and number of meetings held.

Site of Course	Time	Hours	Meetings
Reeves Elem.	7:30 p.m.	1½	8
Price Elem.	7:30 p.m.	1	8
	3:00 p.m.	1½	8
Cotton Elem.	2:00 p.m.		8
	2:00 p.m.		8
Ferron Elem.	1:00 p.m.	1	8
	1:00 p.m.	1	8
Green River Elem.	7:30 p.m.	2	8
	7:30 p.m.	2	8
Vocational Center	7:00 p.m.	1½	9
Libbie Edward Elem.	10:00 a.m.	1½	8
Franklin Elem.	varies	1-3	8
Salt Lake City	varies	30 min.	9 to 12 meetings with each parent involved.
McMillan Elem.	1:30 p.m.	1½	8
	1:30 p.m.	1½	7
	1:30 p.m.	1½	7
	1:30 p.m.	1½	7
	1:30 p.m.	1½	7
Blanding Elem.	7:30	1	7

Question 9. Type of Course

1. Course held in community center where parents periodically meet as a group.	2

II.	Instructions for use of toys given on an individual basis in the homes of participating parents.	3
III.	Course conducted with a group of parents in homes of parents.	1
IV.	Other type: Elementary Schools	10

Question 10. In what types of physical setting is the course located?

1.	your home	0
2.	in a local school: elementary	9
3.	in a local church	0
4.	in a community center: high school vocational center	1
5.	other: parents homes	2

Question 11. The course is intended to serve parents with children of ages:

1	0
2	1
3	8
4	12
5	8

Question 12. How were parents contacted and/or chosen for the course?

1.	Letters	5
2.	Phone contact	9
3.	Community meetings: P.T.A.	1
4.	Selected by parent committee	0
5.	Newspaper or radio advertisement	4
6.	General community announcements	2
7.	Through program personnel -- teachers, administrators.	
8.	Personal contact from referrals	4
9.	Other: television	1
	door-to-door canvas	1

Question 13. What is your policy on having adult visitors during class session?

1.	Never allow visitors	0
2.	Allow visitors only after first few weeks	4
3.	Limited number of visitors allowed	1
4.	Visitors allowed only on specific occasion	0
5.	Visitors allowed to participate actively in the classroom activity	9

Question 14. What is your policy on having children of parents present during the class session?

1.	Children never allowed in the classroom.	1
2.	Parents encouraged not to bring child in the classroom.	8
3.	Children allowed after the first few weeks of the course.	0
4.	Children allowed in the classroom throughout the course.	5
5.	Parents encouraged to bring children to class.	0
6.	Children used in training parents on the use of toys in the classroom.	3
7.	Other:	0

Question 15. What are your arrangements for a child-care facility for parents participating in the course?

1.	No child-care facilities available.	9
2.	Babysitting service in parents' homes.	0
3.	Limited child-care facilities.	0
4.	Child-care facilities for part of the course.	0
5.	Child-care facilities throughout the course	3
6.	Other:	0

Question 16. Where are your child-care facilities located?

1.	None set up.	9
2.	In a local community location separate from the building where the course is held.	0
3.	In a local community home separate from the course location.	0
4.	In the same room as the parent/child course.	0
5.	In a room near the parent/child course.	3

Question 17. Total number of child-care workers. 7
Average number of children present. 7

Question 18. Have you been able to arrange transportation for the parents and their children?

yes ------- 0
no ------- 11 None requested

Question 19. Have you been able to arrange for adult-educational credit for parents participating in the course?

yes ------- 1
no ------- 11

Question 20. Do you keep attendance records on parents?

yes ------- 4
no ------- 8

Question 21. Do you keep a teacher record book or journal (diary) on course activities and interchange?

yes ------- 4
no ------- 8

Question 22. What are your evaluation procedures?

1. Observation evaluation as described by Far West Laboratory. 3
2. Use of instruments provided by FWL 4
3. Use of instruments developed especially for own program. (specify) 1
4. No evaluation carried out. 6

Question 23. Indicate any needs of your program that you feel can be corrected.

It would be more profitable time wise and game wise for each Librarian to have 20 sets of the 8 games in their centers rather than rotate them among centers.

Improve the color and quality of the toys, especially the number game.

Request outside information on discussion topics. Use community resource people for outside speakers.

Getting more parents to respond to the classes.

Hold the program in the fall and winter so more parents will attend.

Develop more follow-up toys.

Question 24. Did you attend a workshop?

yes ------- 11
no ------- 1

What were some of the shortcomings in the workshop or in your training that can be corrected?

1. How to get parents to role-play the games without imposing it upon them.
2. The workshop should have been longer and in more detail.

Question 25. Is there any further way that the Utah State Board of Education Personnel can assist you in carrying out a successful course?

1. See that the toys are improved in quality and color.
2. The Toy Library Newsletter with all its ideas should be sent out periodically to the librarians. Perhaps Utah could start its own Newsletter.
3. Have more visits from the Toy Library Consultant.

Question 26. What innovative approaches have you instituted?

Cottonwood Elem.: "When the last toy was returned, we had a a film and some refreshments. I gave each mother a small booklet I had made up of various things for a child to do, like: making mobiles, art work, clay modeling, planting eggshell gardens, etc."

Ferron Elem.: An "Important" letter was sent inviting parents to the classes. At each class a limerick was used to break the ice and start conversation rolling on the topic of the week. "At the last class we had a graduation party and each attending parent received a diploma. I tried to make each parent feel important and that that her attendance each time added to the success of the course."

Green River Elem.: "My group of parents liked our little discussions after the lesson was over." Some of the topics covered were: Discipline and its importance in the classroom. Sleep - for mother and youngsters. Short cuts in a busy day.

Vocational Center: A lesson on creativity involved the parents in making up their own teaching-learning game with one of the basic toys.

Franklin Elem.: Parents in this Provo class constructed their own toys and the element of pride was present. Some fathers participated and it was felt that some families were influenced for good - both parents and children.

Salt Lake City: Parents were encouraged to use their home materials to extend the use of the toys. For example, with the Flannel Board, parents used bits of felt they had to cut out with their children creative pictures and patterns as well as numeral and alphabet letters.

MEETING THE 1971-72 GOALS

In this section is reported the degree to which each of the four goals of Toy Lending Library Program were met.

Goal Number One

To implement the Toy Lending Library Program in at least one school in at least ten Utah school districts.

During the 1971-72 school year, the following Utah school districts were actively involved in the Toy Lending Library Preschool Program: Box Elder School District, Carbon School District, Emery School District, Grand School District, Granite School District, Jordan School District, Murray School District, Provo School District, Salt Lake School District, and San Juan School District. Millard School District and Uintah School District will be organizing their Toy Lending Library Preschool Programs during the summer with classes starting in the fall.

Goal Number Two

To conduct at least three Toy Lending Library Teacher Training Workshops.

During the 1971-72 school year, four Toy Lending Library Teacher Training Workshops were held. Those were: Salt Lake City Workshop held in September, Brigham City Workshop held in November, Green River Workshop held in January, and the San Juan Workshop held in February.

Goal Number Three

To have at least two follow-up visits to each school conducting Toy Lending Library Program.

The following is a report of the visits made by Jean Blackham and Roger Plothow to the school districts hosting this early childhood program: Box Elder School Districts, five visits; Carbon school District, five visits; Emery School District, four visits; Grand School District, two visits; Granite School District, two visits; Jordan School District, two visits; Murray School District, four visits; Provo School District, five visits; Salt Lake School District, eight visits; and San Juan School District, four visits. Included in the list of visits are Uintah School District, with four planning visits and Millard School District with one planning visit.

Goal Number Four

To prepare a comprehensive implementation plan for the Toy Lending Library Preschool Program for the State of Utah.

This plan will be covered in detail in the Recommendations Section. Further detail is found in appendix K.

RECOMMENDATIONS

The recommendations are presented as an answer to the three statements of the problem as listed at the beginning of this report. Based upon the findings of this study, the following recommendations are presented:

Problem Statement One

How may teachers, identified by interested Utah school districts, be most efficiently trained by representatives of the Utah State Board of Education, Division of Adult Education and Training?

Workshop training and follow-up. It has been documented in this study that certificated teachers and non-certificated teacher aids can conduct effective Toy Lending Library Preschool Programs. This is accomplished by enthusiastic individuals who have been trained in workshops and follow-up activities conducted by representatives of the Utah State Board of Education.

A proposed workshop agenda. The first Toy Lending Library Preschool Program Teacher Training Workshop in September, 1971, was scheduled for five days. Because of efficient presentations by Edna Brown and Bertha Addison, the goals of the Workshop were met in four days. Evaluations of the November, January, and February Teacher Training Workshops show that effective workshops can be conducted in less than three days. Proper advance planning by representatives of the Utah State Board of Education and advance preparation and study by the participants will permit these workshops to be completed in two days. This will require follow-up visits and assistance by the Toy Lending Library coordinator.

The proposed Toy Lending Library Preschool Program Teacher Training Workshop agenda is as follows:

TOY LENDING LIBRARY PRESCHOOL PROGRAM
TEACHER TRAINING WORKSHOP

Proposed

Pre-Workshop Activity: Each participant will receive a packet of materials at least one week prior to the Workshop. It is expected that each enrollee in the Workshop will study this material in order to develop a basic understanding of the Toy Lending Library Preschool Program.

Each packet will contain: (1) a brief history of early childhood education, dating back to Froebel, (2) a brief background of the development of the Toy Lending Library and its national implementation, (3) a brief description of the Far West Laboratory in Berkeley, California, (4) statements relative to "What Does the Course Try to Do." (5) a description of each of the eight toys, (6) an agenda of the Workshop, and (7) a copy of the pre-test which is to be completed.

First Session: Morning. Following a brief review of Pre-Workshop Materials and introduction of the parents ("Name Game"), the movie "Parents Are Teachers, Too" will be shown and discussed. This will be followed by a discussion of "Toys Are Things Children Learn From." (Stretch Break)

Introduce the game called "Sound Cans." Show the filmstrip and play the sound tape. The instructor demonstrates the game and the Workshop participants, in groups of two, role play as a parent and child. This is followed by an evaluation of this game. (Stretch Break)

The "Color Lotto" game is introduced. Show the two filmstrips and play the sound tapes. Discuss the importance of color in our lives. Have the participants role play the game as parent and child. Discuss briefly the topic, "Self-Concept." (Break for Lunch)

Second Session: Afternoon. Introduce the "feely Bag" game. Show the two Feely Bag filmstrips and sound tapes. Discuss positive vocabulary and value-judgement phrases. Have participants role play the game as parent and child. (Stretch Break)

Introduce the "Stacking Squares" toy. Discuss self-correction aspects of the toys. Show three of the five filmstrips with the sound

tapes one at a time. Role play each game as parent and child before going to the next game. (Stretch Break)

Discuss how children use toys during free-play time and how they develop their own games. Introduce the "Wooden Table Blocks." Show the filmstrips and play the cassette sound tapes one at a time. Role play each game before going to the next game. (Close Workshop for the day)

Third Session: Morning. Show the movie, "Discipline and Self-Control." Introduce the "Number Puzzle." Show the two filmstrips and accompanying cassette sound tapes. Role play only one game. (Stretch Break)

Introduce the "Bead-O-Graph" toy. Show the one filmstrip and sound tape. Point out that there are two other games not on the film. Role play the game as parent and child. (No Break)

Show the film, "Jenny is a Good Thing." Discuss and evaluate briefly. Introduce the "Flannel Board." Show one or more of the filmstrips with the sound tapes. Have a brief role playing session. (Break for Lunch)

Fourth Session: Afternoon. Discuss evaluation and repo-ting procedures that may be used during and following completion of the class series. Discuss methods of recruitment and emphasize that success depends upon positive action. Review success stories from school districts around the State of Utah. Summarize and conclude the Workshop after providing time for post-testing and Workshop evaluation.

Problem Statement Number Two

How many full-time equivalent(s) will be needed from the Utah State Board of Education, Division of Adult Education and Training, professional staff to coordinate this program state wide?

In the Adult Education and Training Division, Planning, Programming, Budgeting, Systems (PPBS) Document for fiscal year 1973, the Program Statement summarizes the findings and recommendations for Problem Statement Number Two.

> This program, as a component of the Utah Early Childhood Education Program, is designed to: (1) assist parents in improving relationships with their 3 and 4 year old children; (2) to help parents develop a close relationship with schools by encouraging participation in their preschool age child's education process by developing a realization that the school is sincerely interested in helping each parent of preschool age children in educating their child/children in the atmosphere of the home and to help the child develop improved position self-concepts. The evaluation methods utilized to meet these goals and objectives will be largely a compilation of the state wide involvement of school districts, schools, teachers and parents. The Far West Education Laboratory in Berkeley, California, is anticipating an evaluation procedure which would objectively measure the success of the program in two Utah school districts. Workshops will be scheduled as requested by school districts. The quarter-time services of one professional staff member of the Utah State Board of Education are available to conduct the workshops and relative activities. In addition, the Utah Far West Laboratory representative, Fred Harvey, is also available as a resource person. This program is assigned to the Adult Education and Training Division because this is a program for training adults who will work with their 3 and 4 year old children. (appendix K)

Problem Statement Number Three

What are the effects of the 1969-71 field test as determined by comparing success in school of those students whose parents participated in the program to a control group of students whose parents did not participate in the Toy Lending Library Program?

The Far West Laboratory in Berkeley, California, is still conducting research and evaluation activities on this project. It is expected that the results will be available in fiscal year 1973.

APPENDIX A

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 7, 1971

MEMORANDUM

TO: Local School District Superintendents

FROM: Walter D. Talbot
State Superintendent of Public Instruction

SUBJECT: Toy Lending Library Project

A Toy Lending Library workshop will be held during the week of September 27 through October 1, 1971 in the Rehabilitation Conference Room, Utah State Board of Education. The purpose of this work conference is to train teachers, who have been identified by Utah school districts, in the functions and procedures of the Toy Lending Library Program.

Staff members from the Far West Educational Laboratory, who developed this pre-school program, and selected State Board of Education personnel will conduct the workshop. In order to assure maximum benefits from the training session not more than 20 individuals will be enrolled. It is proposed that no more than two persons from any one school district be scheduled for this first training session.

Several school districts have already identified their Toy Lending Library teachers and have requested training programs as soon as possible. These requests are being honored for this initial workshop. It is imperative, therefore, that other district requests be sent to the State Board of Education at your earliest convenience. If your enrollment cannot be included for the September training sessions, another workshop will be scheduled as soon as arrangements can be made.

Mimeographed materials describing the Toy Library Program, and project guidelines are enclosed for your review. Requests for additional information regarding the Toy Lending Library Program should be addressed to Roger H. Plothow, Educational Consultant, 1200 University Club Building.

There will be no registration fee for the September 27-October 1st work conference; however, expenses of the participants such as travel and per diem must be borne by the respective school districts.

/ars

VAUGHN L. HALL, Deputy Superintendent
Office of Adult, Vocational, and Rehabilitation Services

AVARD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328 5574

APPENDIX B

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

THE TOY LENDING LIBRARY PROGRAM

This educational program was designed to develop learning readiness in three and four year-old children. The school does not work directly with the child. Parents are taught the basic procedures and they work with their own children in the atmosphere of the home.

Parents are enrolled in an eight-week course, which meets for a two hour session once each week. A new game or toy is demonstrated and discussed during each session. Films, slides, and role-playing are used to show how the toy is used and how it will help the child. Each parent receives a manual with written learning episodes giving directions for use of the toy. The parent checks out the toy which was demonstrated. During class sessions, discussions are held among the parents. This activity helps to build self-confidence as they assume the teaching role.

WHAT ARE THE GOALS OF THE PROGRAM?

The long-range goal is:

To help adults develop the ability to solve unique problems and the self-confidence to tackle them.

Specific goals are:

1. To help the parent guide her child in developing a positive self-concept.
2. To help the parent encourage her child to think and to solve problems through providing her with toys and games designed to develop the child's ability to: sense and interpret his environment; use language freely and effectively; see relationships and form concepts; see and analyze alternatives, and solve problems.
3. To help the parent establish a happy relationship with her child, so the child will respond to her teaching.
4. To motivate the parent that she will have a positive effect on school decisions.

WHAT ARE THE RESULTS OF THE PROGRAM SO FAR?

The Toy-lending Library has operated on three Indian Reservations, in several California locations, and in Murray and Jordan school districts in Utah.

VAUGHN L. HALL, Deputy Superintendent
Office of Adult Vocational and Rehabilitation Services

AWARD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328-5574

Subjective and limited objective evaluations have shown:

1. Increased understanding by the parent of the learning process.
2. Increased awareness by the parent of the child's potential-resulting in greater pride in the child.
3. Greater self-confidence in both parent and child.
4. Improved relationship between parent and child, parent and school.
5. Cognitive gains by the child in learning concepts.

WHAT IS THE RESPONSIBILITY OF THE UTAH STATE BOARD OF EDUCATION?

The Utah State Board of Education has negotiated a contract with the Far West Educational Laboratory which commits the State Educational Agency to provide the necessary coordination of this program on a state wide basis. Financial support for the program is presently limited to services-in-kind.

A coordinator has been identified who will devote one-half of his contracted services in coordinating the Toy Library Project. An experienced teacher, trained in toy lending library procedures will be employed on a part-time basis to conduct training sessions for teachers who are identified to serve in this program.

Upon request from school districts the coordinator will visit with the district superintendent and other designated personnel for the purpose of setting up the Toy Lending Library. The Utah State Board of Education will assist the districts in the search for funding of this educational concept. Fraternal and social agencies throughout the state have indicated a willingness to fund purchase of the supplies.

HOW MANY PARENTS CAN BE SERVED BY ONE TEACHER?

The size of each class can vary up to a maximum of 20. The optimum size would be around 15 parents.

The course consits of 8 two-hour lessons conducted one day each week for eight weeks.

One teacher-librarian may handle two sessions a day, four days each week, with the fifth day for planning and organization. This means she could handle about 120 parents for each eight week session at an optimum level.

WHAT ARE THE COSTS OF THE PROGRAM?

If all supplies are purchased from the General Learning Corporation, which has signed a contract (Utah is exempt from this contract) with the Far West Laboratories to manufacture the toys, the costs will be as follows:

For each 20 parents:

1. 20 parent guides @ $1.00
2. 1 Library Manual @ $1.25
3. 1 Teacher Handbook @ $2.50
4. 8 filmstrips & cassettes - $100.00
5. 4 each - basic set of toys and 5 guides @ $66.00
6. Salary of the teacher
7. Maintenance of the toys
8. Supplementary materials for library such as books, additional games, etc.

Toy Library materials and equipment

1. Medium sized room with shelves and storage space
2. One 16 mm projector
3. One screen
4. One cassette tape recorder

WHAT TOYS ARE INCLUDED IN THE TOY LENDING LIBRARY?

1. FEELY BAG - A cloth bag in which various items are placed. Used to help child recognize shapes by touch as well as by sight (Kinesthetic and tactile recognition).

2. FLANNEL BOARD - A flannel board and large and small felt shapes of the primary colors. Used to teach differentiation between shapes, colors, and sizes (visual memory, visual sequencing).

3. BEAD-O-GRAPH - Used to teach relative positions

4. NUMBER PUZZLE - Notched masonite shapes which fit together in sequence, and which have a progressive number of holes into which pegs fit. Used to teach counting in sequence and the connection between numbers and amounts.

5. SOUND CANS - Two matching sets of used film cans - two containing water; two, sugar and salt, two, oatmeal and rice; two, a penny; two a paper clip; and two an eraser. Used to teach matching and differentiation of sounds (auditory discrimination).

6. COLOR LOTTO - A board with nine colored squares and individual matching cardboard squares. Used to teach color matching, with and without visual stimulation (visual memory, visual discrimination).

7. WOODEN TABLE BLOCKS - Measured blocks, one inch square and varying in height from one to ten inches. Used to teach sized relationships (taller, shorter, etc.) Cylinders can be used instead of blocks.

8. STACKING SQUARES - A post of graduated doweling, on to which 16 wooden squares are stacked (four of each of four sizes - red, blue, yellow, and green in each size). Used to teach the names of colors, matching and differentiation, and recognition and extension of patterns.

HOW DOES A DISTRICT GET STARTED ONCE THE DECISION HAS BEEN MADE?

The first step following school district approval for the program is to contact the state coordinator for the Toy Lending Library:

Roger H. Plothow
Educational Consultant
Utah State Board of Education
1200 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

He will meet with district officials for the purpose of reviewing their identified needs and wants. Next the cost of the program will be determined. Assistance will be given relative to securing financing if that is desired. The teacher appointed by the superintendent to teach the toy lending library concepts in the district will be trained by the state specialist. Follow-up activities will occur as needed or requested. Evaluation will be supervised by the state office.

Please contact the Utah State Board of Education for further information as questions arise.

APPENDIX C

September 24, 1971

Dr. Walter D. Talbot
State Superintendent of Public
Instruction
State Department of Education
136 E. South Temple
Salt Lake City, Utah

Dear Dr. Talbot:

The Far West Laboratory is very pleased over the interest that the Parent/Child Toy Library Program has received in your state. We would like to cooperate with you in any way we can to get the program tested as widely as possible. I don't think any kind of formal contractual agreement is necessary in order for you to do this.

Since we first discussed the program with people in your department, we have made arrangements to have the toys manufactured and distributed on a national basis. We have also made arrangements to have the printed materials published on a national basis. I don't believe this will hinder, in any way, your use of the Toy Library.

You will obviously have to buy the printed materials and audio-visual materials from General Learning Corporation because they hold the copyright. You can purchase the toys from them or manufacture them at your own discretion. The Laboratory will support you in any way we can to carry out the project. Mr. Bateman will work closely with your staff in setting it up. We will send you a complete set of toys and a set of the materials. You should be able to copy the toys directly but if you need some drawings, we can provide these. We can help you set up a way to demonstrate the Toy Library either by providing staff time or sending a film or slide set describing it.

I wish you every success in your undertaking and if the Laboratory can assist in any other way, please let me know.

Sincerely,

Glen E. Hemlicht
Program Director

GEH:rm
bcc: J. Hemphill, D. Tuck, D. Bateman, E. Brown, T. Poche, L. Hutchins

APPENDIX D

PARENT/CHILD PROGRAM

A G E N D A

Salt Lake City Workshop 9/27-10/1/71

MONDAY: September 27, 1971

9:00 Overview of Responsive Model and Parent/Child Program

Booklet: "Parents and Children Learning Together"

Film: "Learning and Growing and Learning"

Discussion

10:30 Review Folder

Readings for Week:

a. "The Parent/Child Toy Lending Library" manual - Tuesday

b. "Toys As Learning Tools" - Tuesday

c. Leadership Training - Tuesday

d. "Developing a Positive Self-Image" - Tuesday

e. "How Important Are Mothers" - Wednesday

f. Newsletters - Wednesday

g. Parent Participation - Thursday

h. "Discipline Means 'To Teach'"

12:00 L U N C H

1:00 Principles of Responsive Program

a. Positve Self-Image

1. Free Exploration

2. Self-Pacing

3. Self-Correcting

4. Discovery Learning

MONDAY: Continued

b. Intellectual Abilities

1. Senses and preceptions
2. Language skills
3. Problem solving
4. Concept formation

TUESDAY: September 28, 1971

9:00 Role-play first and second classes - Sound Cans and Color Lotto

10:00 "Toys As Learning Tools" - Discussion

"Criteria For Selection of Toys"

Construct or buy toy (cost less than $3.00)

Write learning episode

11:00 Leadership Training - Discussion

12:00 L U N C H

1:30 Role-play third and fourth classes - Feely Bag and Stacking Toy

2:30 "Developing a Positive Self-Image" - Discussion

3:00 Dismiss

WEDNESDAY: September 29, 1971

9:00 Role-play fifth and sixth classes - Wooden Table Blocks and Number Puzzle

10:30 Toy Evaluation feedback sheets

11:30 "How Important Are Mothers" - Discussion

12:00 L U N C H

1:00 Film: "Jenny" - Discussion

2:00 Newsletters

2:30 Recruitment

3:00 Dismiss

Salt Lake City Workshop

THURSDAY: September 30, 1971

9:00 Role-play seventh and eighth classes - Color Blocks and Flannel Board

10:30 Discuss Specific Language - page 83

11:00 Evaluation Packet

12:00 L U N C H

1:00 Parent Participation - Discussion

2:00 ~~Film:~~ "Discipline and Self-Control"

2:30 "Discipline Means To Teach" - Discussion

3:00 Dismiss

FRIDAY: October 1, 1971

9:00 Cataloguing

Ordering Materials

Costs

Operation and General Function of Toy Library

11:00 Summary and Workshop Evaluation

12:00 Dismiss

APPENDIX E

GOV. CALVIN L. RAMPTON addressed teachers in the Provo School District this morning and urged pre-school education programs to insure that young children reach their maximum educational potential. Gov. Rampton was the keynote speaker.

Before Provo Teachers

Rampton Outlines Needs Of Pre-School Children

By RON BARKER

Gov. Calvin L. Rampton, speaking to teachers in the Provo School District, said today that something needs to be done now to help pre-school children develop their maximum potential, and he described one space-age way of delivering one such program to children and their parents throughout the Rocky Mountain states.

Gov. Rampton said that a satellite the National Aeronautic and Space Administration is building for India will be tested for one year over the Rocky Mountain states, and that hour-long educational television programs will be broadcast to residents of seven states five days a week. The satellite is scheduled to go into operation by Jan. 1, 1973, the governor said, and all parts of Utah will be able to receive the programs funded by the U.S. Office of Education.

Preparing Children

Preparing children for institutionalized education is important, the governor said. He has served as chairman of the task force on early childhood education involving educators and legislators from across the nation, and some of the findings of that task force were highlighted in his speech at Provo High School during the district's annual institute for district personnel.

The failure of children to receive proper educational development early in life results in reduced ability on their part to benefit from education later in life, according to Gov. Rampton. Also, efforts to help children must include the parents, "the most important influence on young children." He urged programs of pre-natal care and post-natal follow-up which could greatly reduce the number of children who require special education programs. Attention needs to be paid to the development of the child from birth to the time he enters school.

Pre-School Education

Gov. Rampton talked about what he termed "this Administration's emphasis on day-care centers for mothers who have to work or stay off welfare." While quality day-care centers are needed, he said, that is only part of the solution to the problem.

"There are now 310 Federal programs from various agencies which affect young children," the governor said. "These should be coordinated through state departments of education for each state."

There are a variety of ways to reach young children. Kindergarten is one, he said, but special programs, mobile units visiting the countryside, and visits by trained teachers and aides.

A new look at the way of financing education is called for, according to Gov. Rampton. He said he's not sure Utah is ready to move into a full-scale program for early childhood education beyond current programs, but he said Superintendent of Public Instruction Walter Talbot has been asked to study how the report of the task force applies to Utah's special problems.

Legislators, said Gov. Rampton, need advice from professional educators in analyzing legislation affecting our schools. "We are not competent to analyze many of the programs which come to us," he said, "and we need your professional advice, not to maintain the status quo, but to provide us with more understanding."

APPENDIX F

TOY LENDING LIBRARY
TEACHER TRAINING WORKSHOP
1200 UNIVERSITY CLUB BLDG.
SALT LAKE CITY, UTAH 84111

September 27-October 1, 1971

NAME	ADDRESS	ORGANIZATION
s. Connie Eddington	839 University Village - Salt Lake City	Public Health Nurse
. Naoma T. Rowan	4th East 9400 South - Sandy, 84070	Jordan School Dist.
. Nellie T. Higbee	147 East 5065 South - Murray, 84107	Murray City Schools
. Jean Blackham	168 West 5275 South - Murray, 84107	Salt Lake City Schs.
. Les Dunn	717 West 4th South - Brigham City, 84302	Box Elder Board of Education
. Teresa L. Lee	610 South 2nd East - Salt Lake City 84111	SLC-County Health Department
. Chris Morgan	2060 Wilmington Ave. - Salt Lake City 84109	SLC-County Health Department
Lonnie Stevens	791 North 1000 East - Provo, 84601	Teacher; Director Headstart
. Beth S. Driggs	50 North Center - American Fork, 84043	Alpine School Dist. Primary Supervisor
. Dixie Nelson	1991 East Cresthill Drive - Salt Lake City 84117	Vice President, Utah Congress PTA
Virginia Swenson	2295 West 7000 South - West Jordan 84084	Toy Library Enthusiast
Louise Jorgensen	Children's Services Day Care Center University of Utah Married Students Housing - Sunnyside Ave. & 21st East Salt Lake City 84108	Teacher
Karen Bennion	2655 West 4700 South - Salt Lake City 84118	Granite School Dist.

NAME	ADDRESS	ORGANIZATION
Mr. Maurice J. Wilkinson	1655 East 33rd South - Salt Lake City 84106	Principal, Libbie Edward Sch
Ms. Sheila Harwood		President, PTA Libbie Edward Sch
Mrs. Lucretia A. Arbon	245 South 3rd East - Bountiful 84010	Past President, Utah Day Care Ass

Appendix G is a reprint from PTA Magazine (p. 11, October 1971) and is not available for reproduction at this time. The article was entitled: "Early Childhood" by Mrs. Jerry Nelson.

Appendix H

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 30, 1972

Mr. Joseph H. Smart
Executive Director
Utah League of Senior Artcrafters
1925 Imperial Street
Salt Lake City, Utah 84105

Dear Mr. Smart:

Members of the Utah State Board of Education staff responsible for coordinating the Toy Lending Library Program have told me of your organization's performance in supplying toys to several Utah school districts. We wish to commend you and your organization for carrying out your commitments in a new and difficult undertaking, in a manner satisfactory to us and, I believe, to the school districts. We are pleased that your products were equal or superior in quality to others available, that prices were lower and that deliveries were prompt.

I understand that your production of learning toys for the Toy Lending Library Program, which is sponsored nationally by the Far West Laboratory for Educational Research and Development, advances your basic, non-profit purpose. It also gives me pleasure to know that your organization provides opportunities for employment to disadvantaged persons through training and production in the crafts.

This is highly commendable, as is your determination to help conserve school budgets by selling at reduced rates while maintaining high quality. I am sure this activity will receive support by the educational fraternity.

Sincerely,

Walter D. Talbot
State Superintendent of
Public Instruction

RHP/do

VAUGHN L. HALL, Deputy Superintendent
Office of Adult, Vocational, and Rehabilitation Services

HAROLD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328-5574

APPENDIX I

RECEIVED
JAN 1
STATE ADULT EDUCATION

PARTICIPANTS IN TOY LENDING LIBRARY WORKSHOP

January 5, 6, 7, 1972

Green River, Utah

Robert N. Hanson	Director, S. E. S. C.	Drawer B Price, Utah 84501 Phone: 637-1173
Gary R. Tomsic	Instructional Media	Box 334 Price, Utah 84501 Phone: 637-2955
Mar Grange	Supervisor	Box 123 Huntington 84528 Phone 687-2489
Doris Wilson	Title I Supervisory Teacher	462 Walker Street Moab, Utah Phone: 259-7326 Grand Sch. Dist. 3-3401
Jo Ann Jensen	Special Education	133 E. 200 No. Bldg. 3 - Apt. 2 Moab, Utah 84532 Grand Sch. Dist. Phone: 3-3401
Beverly Palmer	Secretary-Librarian	Box 612 Sunnyside - 84539 Phone: 888-5519
Emma Jean Barker	Library Aide	Box 236 Wellington 84542 Phone: 637-0779
Anne Judd	Toy Librarian	Box 465 Castle Dale 84513 Phone: 748-2593
Margrett Killpack	Toy Lending Librarian	Box 307 Ferron 84523 Phone: 384-2258
Gloria Skerl	Ann Self Training Center Secretary-Teacher Aide	Helper 84526 148 South Main Phone: 472-5606

Bonnie Johnson	Librarian Aide	Durrant School Route #1, Box 49M Price 84501 Phone: 637-0757
Joy Milano	Secretary-Librarian	Reeves School Box 333 Price 84501 637-1702
Margine Sherman	Head Start Teacher Aide	Price Elem. School 280 W. 5th So. Price 84501 Phone: 637-0482
Lois G. Passic	Library Aide	731 North 5th East Price 84501 Phone: 637-1024
Betty Johnson	Toy Lending Library	Box 504 Huntington 84528 Phone: 687-2457
Robin Otterson	Head Start Teacher	1638 Harrison Ave. Salt Lake City 84105 Phone: 484-7583
Helen Milton	Teacher Aide	Box 112 Green River 84525 Phone: 564-3597
Jay (Prudence) Scott	Grand County Elementary Counselor	Moab, Utah 84532 Phone: 253-8321

APPENDIX J

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Toy Lending Library Program

Evaluation Questionnaire

In order to keep a record of the types of Parent/Child Toy-Lending Library Programs in operation, the Utah State Board of Education would like you to complete the following questionnaire in your capacity as a teacher of a Parent/Child course.

1. Your name _____
2. Address _____ Phone _____
3. Site (city) where course is being held _____
4. Number of courses being held _____
5. Number of parents attending each course _____
6. Date when the course is being held (month and year of beginning and ending of the course) _____
7. Time of date when the course is held _____
8. Length of course meeting and number of meetings planned _____
9. Type of course _____

   I. Course held in community center where parents periodically meet as a group
   II. Instructions for use of toys given on an individual basis in the homes of participating parents
   III. Course conducted with a group of parents in homes of parents.
   IV. Other type (specify) _____

VALOREE H. HALL, Deputy Superintendent
Office of Adult Vocational and Rehabilitation Services

AVARD A. BERRY, Administrator
Division of Adult Education and Training
Telephone (801) 328-5674

10. In what types of physical setting is your course located?

    1. your home
    2. in a local school (elementary, junior high, high school, college)
    3. in a local church
    4. in a community center (what type? _____)
    5. other--specify _____

11. The course is intended to serve parents with children of ages (circle all appropriate answers.) 1 2 3 4 5 6 7 8 older

12. How were parents contacted and/or chosen for the course? (Circle the numbers of all appropariate responses.)

    1. letters
    2. phone contact
    3. community meetings (specify _____)
    4. selected by parent committee
    5. newspaper or radio advertisement
    6. general community announcements
    7. through program personnel--teachers, administrators
    8. personal contact from referrals (specifics _____)
    9. other--specify _____

13. What is your policy on having adult visitors during class session? (Circle all appropriate responses.)

    1. never allow visitors
    2. allow visitors only after first few weeks
    3. limited number of visitors allowed
    4. visitors allowed only on specific occasion
    5. visitors allowed to participate actively in the classroom activity

14. What is your policy on having children of parents present during the class session? (Circle all appropriate responses.)

    1. children never allowed in the classroom
    2. parents encouraged not to bring child in the classroom
    3. children allowed after the first few weeks of the course
    4. children allowed in the classroom throughout the course
    5. parents encouraged to bring children to class
    6. children used in training parents on the use of toys in the classroom
    7. other--specify _____

15. What are your arrangements for a child-care facility for parents participating in the course. (Circle all appropriate responses.)

    1. no child-care facilities available
    2. babysitting service in parents' homes
    3. limited child-care facilities
    4. child-care facilities for part of the course
    5. child-care facilities throughout the course
    6. other--specify _____

16. Where are your child-care facilities located?

    1. none set up
    2. in a local community location separate from the building where the course is held
    3. in a local community home separate from the course location
    4. in the same room as the parent/child course
    5. in a room near the parent/child course

17. How many child-care workers do you usually have (if number varies, indicate average number of children in the center and average number of child-care workers)?

18. Have you been able to arrange transportation for the parents and their children? Yes___ No___ If no, why not? If yes, what are the arrangements? _____

19. Have you been able to arrange for adult-educational credit for parents participating in the course? Yes___ No___

20. Do you keep attendance records on parents? Yes___ No___

21. Do you keep a teacher record book or journal (diary) on course activities and interchange? Yes___ No___

22. What are your evaluation procedures?

    1. observation evaluation as described by FWL
    2. use of instruments provided by FWL
    3. use of instruments developed especially for own program specify _____
    4. no evaluation carried out

23. Please indicate any needs of your program that you feel can be corrected?

    _____

    _____

    _____

24. Did you attend a workshop? Yes___ No___
    Do you now feel that there were shortcomings in the workshop (if you attended one) or in your training that can be corrected to help you and other teachers in carrying out their courses? If so, what were these shortcomings? _____

    _____

    _____

25. Is there any further way that the Utah State Board of Education personnel can assist you in carrying out a successful course?

_____

_____

26. What innovative approaches have you instituted?

_____

_____

APPENDIX K

INDIVIDUAL PROGRAM SHEET

Division: Adult Education & Training Fiscal Year: 1973

Goal Statement(s) (broad direction, purpose, or intent)

The long range goal of this program is to produce adults who have the ability to solve unique problems and the confidence to tackle problems relative to preschool education (age 3 and 4 year old children). Specifically, this program is intended to: (1) help the parent establish a more positive relationship with the public school; and (2) to help the child develop learning readiness skills.

Objective Statement(s) (specify time and evaluative criteria)

The objectives of this program, under the direction of the Utah State Board of Education are:

1. To implement the Toy Lending Library Program into at least one school in each of ten additional public school districts in the State of Utah during the 1972-73 school year.

2. To implement the Toy Lending Library Loaner Toy Program into at least five public school districts already sponsoring the Toy Lending Library Preschool Program.

3. To implement the Toy Lending Library K-1 Program into at least one school in each of five Utah school districts during the 1972-73 school year.

Program Statement (description)

This program, as a component of the Utah Early Childhood Education Program, is designed to: (1) assist parents in improving relationships with their 3 and 4 year old children: (2) to help parents develop a closer relationship with schools by encouraging participation in their preschool age child's education processes by developing a realization that the school is sincerely interested in helping each parent of preschool age children in educating their child/children in the atmosphere of the home and to help the child develop improved position self-concepts. The evaluation methods utilized to meet these goals and objectives will be largely a compilation of the statewide involvement of school districts, schools, teachers and parents. The Far West Education Laboratory in Berkeley, California, is anticipating an evaluation procedure which would objectively measure the success of the program in two Utah school districts. Workshops will be scheduled as requested by school districts. The quarter-time services of one professional staff member of the Utah State Board of Education are available to conduct the workshops

(Cont'd)

Program Title: Toy Lending Library

Adult Education & Training
Toy Lending Library
Fiscal Year 1973

Program Statement (description), cont'd.

and relative activities. In addition, the Utah Far West Laboratory representative, Fred Harvey, is also available as a resource person. This program is assigned to the Adult Education and Training Division because this is a program for training adults who will work with their 3 and 4 year old children.